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THE STRUCTURAL APPROACH: A HOSTILE CRITICISM

By THOMAS H. CORCORAN
Miami University

I SHOULD LIKE to hear the proponents of the structural approach to teaching Latin admit that the system is based ultimately on a psychological opinion, not on a fundamental truth. It is a theory of language learning adopted from psychologists by structural linguists, to the effect that language is a series of noises and that, since noises reach the brain through the ear, the way to learn a foreign language is by ear. This theory is related to an old theory on how languages began: Our primate forebears went about uttering noises for the sheer joy of hearing themselves babble, like disk jockeys. In this sense, language has nothing to do with literature. Writing becomes a "formalized code, conventionally recording speech" (Eleanor Huzar, "Structural Linguistics and Latin Teaching," *Classical Journal* 52 [1956-1957], 268-274).

A psychological theory of language learning has become a solemnly proclaimed gospel. "The child learns language first through the ear" (Huzar). "The mastery of language which we acquire as children is derived wholly from hearing and a conscious effort to vocalize what we hear. This is the way all people learn when they are young; this is the way all learn most quickly when they are older" (Richard T. Urban, "Speak Up," *The CLASSICAL OUTLOOK* 37 [1959-1960], 85-86). Similar interesting opinions are expressed by psychologists on every subject conceivable, in daily newspapers, Sunday supplements, women's magazines, and elsewhere. Backward-slanting handwriting indicates a diffident personality, well-polished shoes are a sign of basic insecurity, the pistol in TV Westerns is a phallic symbol, and bareheaded men are effeminate (because they refuse to wear a hat, originally a helmet and thus a masculine attribute).

Learning a foreign language by first learning the sounds made when pointing to a piece of chalk, a book, a tree, or a classroom window has validity in the modern languages; a tourist in a foreign country will have

MISMATCH

(MARTIAL 9.5)
Modernized
By J. D. SADLER
Furman University

Sure you want to marry Harry;
You've got sense, I gather, Carrie.
Harry wouldn't marry you;
Good for him! He's got sense too.

to respond to foreign sounds as well as foreign signs. Passing over whether the objectives of a liberal-arts foreign-language requirement are best served by training our college students to become tourists, I will point out that the most coherent of the modern-language teachers maintain that their oral-aural method is aimed at developing a comprehension of the spoken language, clearly a legitimate objective in their field and not a theory of language learning.

Although the advocates of the structural approach acknowledge that a skill in speaking Latin is for all practical purposes useless since Latin is not spoken by any considerable group and is the native language of no one, they advance a bizarre argument for the oral-aural method that hangs on views prevailing in the field of structural linguistics. Thus, Eleanor Huzar makes the following categorical statements: "The primary aim of the study of any language must be linguistic. . . . It [linguistics] will help to make real Latin-learning faster, more efficient, more meaningful, and more fun." Then she invokes the structural linguist's theory: "perception of the printed word should be conditioned to a previously established phonetic habit." Now the structural linguists are unabashedly dogmatic and self-centered, perhaps because their field is still young. For example: "[The linguist] will emphasize teaching a command of the speech skill, because to him language is spoken. . . . The specific course objective should be the ability to speak and to understand other speakers. Reading and writing should come as by-products" (Dan Desberg, "Structural Linguistics and High-School Language Teaching," *THE*

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37 [1959-1960], 13-14).

Furthermore, in the structural approach Latin partakes of the glory of science and is no longer a mere humanities study, as its advocates proudly point out. Desberg says, "Language may be looked upon as a social and anthropological phenomenon worthy of scientific study." According to Eleanor Huzar it is "not just a means to the end of reading literature or an intellectual discipline . . . it can even be termed a social science," and, of course, "linguistics now claims to be the most technical of the social sciences."

This view can divorce language from literature and elevate oral-aural Latin to a pseudo science. Dazzled by such empyrean visions, a few proponents of the structural approach seem to be moving in the direction already taken by the extreme and least admired of the oral-aural enthusiasts in the modern languages, who talk breathlessly of "linguistic experience" and assert that such is the principal object of foreign-language study. But what is a linguistic experience? I remember reading an example of it years ago. You stand at a crossroad where Chippewa Indians frequently pass. Whenever an Indian meets you he grunts in the Chippewa language and waves. After a while you catch on and when the next Indian grunts at you and waves, you grunt the same grunt and wave back. You have automatically exchanged a greeting in the Chippewa language, and this, the author of my book explained, is true language learning. Such seems to be the linguistic experience. It is divorced from reading and writing, as well as from literature.

Modern-language teachers can justifiably deal with language on the level of "hellos" and "goodbyes." They can argue correctly that many people speak a language fluently (or at least rapidly), yet can neither read nor write. This is true, and such people are called illiterates. The question is: Why study Latin on an illiterate level? Or rather, what does Latin have to offer in the realm of linguistic experience that cannot be supplied better by other languages?

In proving Latin superior to other languages on the oral-aural level the advocates of the structural approach

take traditional recommendations for Latin and schizophrenically apply them to a method that denies their existence. They suppress the written word ("language is spoken") as though it were a reprehensible substitute for healthy human speech ("the specific course objective should be the ability to speak and to understand other speakers"), then assert that Latin is a most rewarding language because of its literature! They also argue for Latin by pointing to Roman history, mythology, law, architecture, etc., forgetting that knowledge of these is not obtainable from a linguistic experience. They argue, too, that Latin, better than other languages, helps students in their English. Certain adjustments must be made in order to fit this traditional claim to their method. Since the students are kept compassionately ignorant of formal grammar and syntax, the structural approach must help them not in the accepted view that translating Latin provides graphic insight into their native English, but by illustrating differences between languages. Knowledge of English, they say, is gained by contrast, not by comparison. This is a remarkably negative approach to studying English, comparable to becoming an authority on rabbits by studying non-rabbits. Students are to learn what English is by studying what English is not. Most students already make too much use of non-English.

After one year of studying Latin by the structural approach, we are told, students can read Vergil. Recently I saw a demonstration of such a Vergil class. There was no translating. The students merely nodded uncertainly when asked whether they had read the assigned book of the *Aeneid*. The teacher asked them questions. In this demonstration he read quotations from English authors and asked the student to identify parallels in the *Aeneid*. The members of the class looked at one another confusedly and leafed puzzledly through their simplified Latin prose version of Vergil. Then the teacher answered his own question, enthusiastically congratulating the students on their progress. And so on to the next question. Who said those students could read Vergil? The teacher did.

What do the students themselves say about their Latin learning via the structural approach? A speaker at the 1960 American Classical League Latin Institute, proselytizing for the structural approach, reported that students who have completed the course sometimes traitorously com-

plain that they have not learned anything. The complaint is seemingly common enough to require that the teacher be armed with a rebuttal. The official response, I gathered from the speaker, is to assure the student that he has indeed learned, but without realizing it. This is a curious assurance: he does not know that he has learned. It postulates an epistemology wherein man does not know what he knows.

A great advantage advertised for the structural approach is that it is fun for students, who are said to resent the unaccustomed experience of learning from textbooks and object to the anachronism of preparing

is the chief joy students derive from their language study: at the time they are taking the course they can say a few foreign words to each other, a feat which gives them a heady sense of accomplishment. Latin no longer need frighten students with talk about humanistic and intellectual disciplines. It can cater to the same low taste it formerly claimed to correct. The only puzzle remaining is whom to ask in Latin to pass the salt, please.

We who have a different Latin teaching method are alleged to "teach *about* Latin, rather than teach Latin," and we "talk about it rather than speak it" (Urban). The structural linguists "deplore the teacher who spends all his time teaching *about* the language rather than teaching the language" (Desberg). Instead of refuting this calumny I prefer to consider what they do in the structural approach. They abandon the general parlance of discussion in grammar and syntax and substitute a jargon adopted from structural linguistics. Expressing horror at devoting class time to case endings they spend even more time on morphemes and zero allomorphs. Why fetishistically avoid the term "sentence" just to call it a "major utterance"? Class time is supposedly saved by introducing a term like "transitival" and then defining it "morphologically as lacking a contrast between active and passive and distributionally as patterning with an accusative" (Waldo E. Sweet, *Latin: A Structural Approach* [Ann Arbor, 1957], p. 47). If the traditional method does talk *about* language, at least it sticks to Latin and English and does not bring in Navaho, Basque, Eskimo, Comanche, or Aztec (Sweet, *ubique*). Eleanor Huzar says, "Of course, if you can brush up a bit on Bantu, Chinook, or Tagalog, you can demonstrate even more startling differences in ways of viewing and talking *about* the world—and you can certainly impress the students!" This brings me back to my question: Why Latin? Why not rather study Chinook if the objective is to demonstrate startling differences in talking?

Most Latin teachers subscribe to the thesis advanced in the "General Report" of the Classical Investigation (Princeton, 1924) that the "immediate purpose of studying Latin is to learn to read Latin and that any ultimate objectives depend on the accomplishment of this purpose" (as it is well phrased by Robert Buck, "The Functional Method—Difficulties and Advantages," THE CLASSICAL OUTLOOK

WANT A TEACHING POSITION?

The American Classical League maintains a very inexpensive Teacher Placement Service for teachers of Latin and Greek in school or college. For details of the plan see THE CLASSICAL OUTLOOK for November, 1960 (page 18), or address the American Classical League Service Bureau, Miami University, Oxford, Ohio.

assignments. There is truth in this statement. Here lies one of the attractions of foreign-language courses that place the task of learning in the classroom and in the language laboratory. The student learns under guidance and direction, *in situ*. When he steps out of the classroom or laboratory his learning process stops and he does not expect to strain his brain until the next session. Besides, the classroom is like a game. Songs are sung in a foreign language, conversations are enjoyed, pictures are flashed on a screen. He needs no preparation except that acquired passively by listening over earphones, and he needs to do no more thinking than that depending on native shrewdness for rearranging a few words of a question in order to form an answer. He has not learned to study, but that is what he hopes to avoid anyway. He is primarily interested in fulfilling a foreign-language requirement, and in fact he has been repeatedly advised to get this requirement over with and out of the way as soon as possible. If he does conceive an interest in the language it is usually limited to delight at ostentatiously asking someone to pass the salt, please, in a foreign language. I have been told that this

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36 [1958-1959], 37-39). If this is also the goal of the structural approach, as its advocates claim, it hardly seems "immediate." Departures into the province of structural linguistics, professedly a social science, and imitations of the oral-aural exercises of spoken languages can only postpone reading Latin.

Latin literature (and its milieu of Greco-Roman civilization) is the enduring treasure students retain from their Latin course. Most Latin teachers agree, I think, that the real problem is getting students to read more Latin literature and translate it better. For this the structural approach offers no help. It is going in a different direction, moving into another area, that of social science and linguistic experience, where Latin is an anachronistic language without justification for study save as an oddity like Chinook, Tagalog, and Bantu, to be used to illustrate a structural theory. The enthusiasm of its advocates seems to be not for Latin but for the structural approach.



DORRANCE S. WHITE

Members of the American Classical League will be grieved to learn of the sudden death, on January 22, 1961, of Professor Dorrance S. White, of the State University of Iowa.

Professor White was born in Sherburne, N. Y. His bachelor's degree was from Bates College, his master's degree from the University of Missouri, and his doctoral degree from the University of Chicago. He had taught in high schools in Minnesota, Missouri, Illinois, and Michigan, and also at the University of Chicago, before coming to the University of Iowa in 1929. In 1948 and 1949 he was president of the Classical As-

sociation of the Middle West and South. Among high-school teachers generally he was well known for his collaboration with B. L. Ullman and Norman E. Henry on a *Third Latin Book*, for the *White Latin Test*, and for his textbook, *The Teaching of Latin*, the principles of which he not only embodied in his own vigorous and joyful practice but sought to inculcate in others in his methods courses.

Always a militant champion of the cause of the classics, Professor White had long taken an active interest in the work of the American Classical League. He served as Vice-President of the League from 1954 to 1960, was chairman of the Program Committee in 1953, and was a member of the Executive Committee from 1958 to 1960. He contributed many articles and notes to THE CLASSICAL OUTLOOK. He and Mrs. White usually attended the League's annual Latin Institute, and their friendliness and infectious good humor, as well as Professor White's spirited piano playing, were highlights of the meetings. The Whites' car, too, was always at the disposal of those who, by virtue of age or disability, appreciated a "lift" to the various meeting-places.

In the death of Dorrance White, the American Classical League has lost a well-beloved and stalwart "member of the family."

—L. B. L.

MATERIALS

CALENDARS

Latin teachers will be interested in two classical calendars, published abroad, that will add an appropriate

touch to classroom, office, or study.

Fasti, published by Centaur Books Ltd., 284, High St., Slough, Bucks., England, contains twelve sheets, 7½ by 10 inches, stapled to a cardboard back and provided with a string for hanging. Each sheet of the current calendar has a pen-and-ink drawing, tinted a bright yellow, of one of the labors of Hercules; an elegiac couplet identifying the scene (e.g., "In magnum primo Nemeae sub rupe leonem / Arma tuli. Pellem dat miti ferre leo"); and the days of the month in Roman and in modern style.

Imago is a calendar published annually by the Dutch Classical Association. It consists of fifty-three sheets, 7½ by 10 inches, mounted on a heavy cardboard back and perforated at the top for easy removal. There is a metal hanger. For each week of the year there is a beautiful photographic reproduction based on one of two themes: "Trades and Crafts in Classical Antiquity" and (by coincidence) "Herakles in Greek and Roman Art." Thus the first sheet shows a magnificent head of Hercules from a metope of the temple of Zeus at Olympia, the fourth, details from a Pompeian wallpainting depicting *Amores* as goldsmiths and cloth-makers. The days are listed in modern style; all captions are in English. The price is \$2.00, and orders should be addressed to Uitgeverij Ter Burg, Alkmaar, Holland.

COMENIUS

Dr. George Stoltz, of Annhurst College, South Woodstock, Conn., calls attention to a reissue of John Comenius' *Janua Linguarum Reservata: Editio synoptica et critica quinque authenticos textus Latinos necnon Janualem Comenii textum Bohemicum continens*, edited by Jaromír Červenka and published in 1959 by the Czechoslovak State Pedagogical Publishing House in Prague. The 344 pages of the text are preceded by a 43-page Latin commentary: "De Comenii Janua Linguarum reserata Commentatio." Dr. Stoltz reports that the book is of large size, well printed, and nicely bound, and suggests that interested persons might obtain it most easily through the book-exporting firm of Kubon & Sagner, Schliessfach 68, Munich 34, Germany. Dr. Stoltz comments: "Thus the classic of modern language teaching is again accessible, the last edition having appeared at the beginning of the nineteenth century. For the Latinist it is more than a contribution to the history of education; it is a source of modern Latin as in current usage in the seventeenth century."

HELLENIC STUDIES

Announcement was made on January 5, 1961, of a grant of \$5,000,000 by Old Dominion Foundation which will make possible the fulfillment of plans for an inter-university world center in Washington, D.C., devoted to the study of the classical Greek tradition. The property and activities at the Center, to be named the Center for Hellenic Studies, will be administered by the Trustees for Harvard University.

The grant will supply the necessary financial support for staffing the Center and for providing fellowship and publication assistance to advance teaching and research concerned with classical Greek culture and the Hellenic tradition. The grant will also provide funds for the erection of a building to house the Center's activities. This building will stand on property, near Dumbarton Oaks, devised to Old Dominion Foundation for that purpose by the late Mrs. Truxton Beale in memory of her husband's son, Walker Blaine Beale.

In residence at the Center will be a small number of younger classical scholars, chosen by a group of Senior Fellows drawn from the faculties of leading universities. In addition to the resident Junior Fellows and the non-resident Senior Fellows there will be a resident Director of the Center and, from time to time, one or two resident senior scholars on annual appointment to share with the Senior Fellows their function as a faculty of the Center.

Announcement of the plan and the grant was made jointly by Paul Mellon, Chairman of the Trustees of Old Dominion Foundation, and by Nathan M. Pusey, President of Harvard University. Old Dominion Foundation, which was established by Mr. Mellon in 1941, has as one of its main interests the promotion of the humanities and liberal education. The Trustees for Harvard University manage the affairs of Dumbarton Oaks, with its research library and collection devoted to Medieval and Byzantine art and culture, which is located near the site of the new Center.

During the period of organization, President Pusey will serve as chairman of the board of Senior Fellows and of the Administrative Committee of the Center. The following Senior Fellows have been appointed: John H. Finley, of Harvard University; Bernard Knox, of Yale University; Richmond Lattimore, of Bryn Mawr College; Whitney Oates, of Princeton University; and James H. Oliver,

of The Johns Hopkins University. In addition to Mr. Pusey, the Administrative Committee will be composed of Ernest Brooks, Jr., of New York; David K. E. Bruce, of Washington; Huntington Cairns, of Washington; J. P. Elder, of Cambridge, Mass.; R. Keith Kane, of New York; Paul Mellon, of Washington; Adolph W. Schmidt, of Pittsburgh; and Stoddard M. Stevens, of New York. J. P. Elder, of Harvard University, is serving as Acting Director.

The periodic meetings of the small group of Senior and Junior Fellows are considered one of the most important features of the Center, which is expected to become a group of older and younger scholars held together by a common interest in Hellenism, the great cultural achievement of ancient Greece which through the centuries has notably influenced the history and tradition of the Mediterranean area, western Europe, and the Western hemisphere.

The aim of Mrs. Beale's gift to Old Dominion Foundation was "to rediscover the humanism of the Hellenic Greeks." In making its grant, Old Dominion's purpose has been to carry out Mrs. Beale's wish in the broadest way possible so that the Center should emphasize humane values in American national life, organize and supervise humanistic research, conduct co-operative projects with related institutions both here and abroad, and encourage public awareness of the Greek tradition.

LATIN INSTITUTE—1961

BY LUCILLE E. O'DONNELL
Chairman, Program Committee

THE FOURTEENTH annual Latin Institute of the American Classical League will take place at Miami University, Oxford, Ohio, on June 22, 23, and 24, 1961.

The Program Committee has borrowed from Cicero a theme which, though always in the background of the good classical teacher's consciousness, at intervals needs to be brought into the foreground. This theme is suggested by the following beautiful passage from the *Pro Archia*: "Nam ceterae neque temporum sunt neque aetatum omnium neque locorum; at haec studia adulescentiam alunt, senectutem oblectant, secundas res ornant, adversis perfugium ac solacium praebent, delectant domi, non impeditur foris, pernoctant nobiscum, peregrinantur, rusticantur" (7). Therefore much of our program will emphasize the perennial and omnipresent values of the classics: "Etenim omnes artes quae ad humanita-

tem pertinent habent quoddam commune vinculum, et quasi cognatione quadam inter se continentur" (*ibid.*, 1). Features will be introduced into the program to show not only that the classics are appropriate in all places and at all times but also that understanding and appreciation of them are allied with understanding and appreciation of other fields of learning, notably literature, music, and drama. Underlying all of the planning is the earnest intention to avoid overcrowding in order that there may be time and desire for audience participation in discussion.

Registration will be conducted in MacCracken Hall on Thursday morning, June 22. The opening session, convening after the first luncheon, will sound an appropriate keynote to the Institute. A distinguished "Panel of Presidents" will discuss the message of the classics for our modern life, as viewed by some of the scholars who have been honored by election to the presidency of the American Classical League. Appearing on the panel will be W. L. Carr, of the University of Kentucky; B. L. Ullman, of the University of North Carolina; and John F. Latimer, of The George Washington University. Messages winged by Mercury are anticipated from Walter R. Agard, of the University of Wisconsin, who will be involved in summer school, and Van L. Johnson, of Tufts University, who will be traveling in Europe.

At a tea-reception later in the afternoon a Medieval Song Fest of religious and secular songs will be presented by Jesuit Scholastics of the Milford Novitiate, affiliated with Xavier University, under the direction of Father J. E. Festle, S.J., of Milford College of Liberal Arts.

Thursday evening's attraction will be Peter D. Arnott and his puppets. Using his own translation, operating the puppets in full view of the audience, and taking all the parts in the complete play, Professor Arnott will present "A Marionette Performance of Euripides' *Medea*."

The morning session on Friday will start with "Cicero and Pompey: A Strange Friendship," by James B. Fisher, of the Episcopal High School, Alexandria, Va. In addition, Mary F. Tenney, of Newcomb College, will discuss "Greek Themes in Modern Fiction"; Marjorie E. King, of Springfield Township High School, Philadelphia, Pa., a recent ACL Scholarship recipient, will relate her travel experiences, "So Well-Remembered"; and a moot question, "Latin—an Oral

Language?" will be raised by Edward C. Bahler, of Lebanon Junior High School, West Mifflin (Pa.) Area Schools, president of the Classical Association of Pittsburgh and Vicinity.

After lunch on Friday modern lovers of Apollo, Orpheus, and the Muses will raise their voices in *Carmina Latina*, under the direction of William M. Seaman, of Michigan State University, Director of the League Service Bureau for Classical Teachers. At the ensuing business session the officers of the League will give their annual reports. Following the business meeting, there will be a paper on "Color Imagery in the *Aeneid*, I-VI," by Sister Mary Matthew, S.C., of St. Anselm's High School, Swissvale, Pa.; and Hamilton B. Lyon, Director of the Popular Science Program, Buhl Planetarium, Pittsburgh, Pa., will speak on "The Planetarium and Latin Hand in Hand."

Friday evening will be devoted to a talk by Rolfe Humphries on the subject, "Some Problems of a Translator."

The concluding session, on Saturday morning, will deal largely with methods and techniques of teaching. As opening speaker, Viola A. Koonce, of Wheaton High School, Wheaton, Md., and editor of the *Bulletin* of the Pennsylvania State Association of Classical Teachers, will take for her topic "The Western Maryland Workshop." "The Structural Approach" will be the subject of a paper by Margaret M. Forbes, of the University of Minnesota, editor for the *Classical Journal* of "The Forum." Robert R. Dobroski, of North Allegheny Junior-Senior High School, McCandless Township, Pa., will discuss "My Experiences with the Language Laboratory" and will introduce illustrative materials.

Besides President Latimer, chairmen presiding at sessions of the Institute will include Irene J. Crabb, author of a series of high-school textbooks, program chairman of the pleasantly remembered 1960 Institute, and one of the League's vice-presidents; Clarence A. Forbes, of Ohio State University; Konrad Gries, of Queens College, Flushing, N. Y., editor of THE CLASSICAL OUTLOOK; Lillian B. Lawler, visiting professor at the State University of Iowa and another vice-president of the League; and Sister Maria Thecla, S.C., of Sacred Heart High School, Pittsburgh, Pa., also one of the League's vice-presidents.

During the months intervening be-

tween the necessarily early submission of this program announcement to THE CLASSICAL OUTLOOK and the opening of the Institute, this tentative program will be amplified, and circumstances may dictate changes. The Committee will do everything it can to make the program so interesting, informative, and delightful that it will be well worth the trip to Oxford.

As always, a warm and gracious welcome will be extended by the administration of Miami University. As always, breakfast, lunch, and dinner in MacCracken Hall will be invariably delicious. As always, there will be evening receptions, and an additional attraction will be the coffee break. As always, the Service Bureau will make its facilities available to those in attendance; and the Committee will make every effort to provide an adequate display of books and supplementary materials. As always, there will be the enjoyment and inspiration offered by association with people who share an abiding love for the classics.

Miami University, Oxford, Ohio, is the place. The time is the *triduum* from June 22 to June 24. The Committee feels that the program will be uniformly excellent. Its message to you is: "*Venite quam maturrime, quam diutissime remanete.*"



THE "FACTS" OF LATIN

BY DORRANCE S. WHITE
State University of Iowa

SISTER ROSAMOND'S "Plan for Appeasement" (THE CLASSICAL OUTLOOK XXXVIII, December, 1960) conjures up in my mind a picture of Chamberlain, umbrella in hand, seeking a way by which to dissuade Hitler from seizing Czechoslovakia. It is one of the many, many efforts of which I have had knowledge in my more than a half century of teaching Latin by which teachers have sought an easy way out for amusing and yet instructing youth in a highly inflected language. And each new writer seems never to have consulted the Potter and the White Indexes of the *Classical Journal*, which refer to practices offered by experienced teachers since 1905, or the indices that appear annually in other classical periodicals. Many a writer for the *Classical Journal* and THE CLASSICAL OUTLOOK has been seized by the inspiration to make introductory Latin "young and kittenish," has worried himself (mostly herself) sick advocating plans for starting this kittenish Latin in the sixth and seventh grades, and has harangued himself hoarse in

conference meetings plugging for a softer treatment for our immature charges.

But what is the proposition that meets us today? Let us face it. It is not the schoolboys of Erasmus' and Lily's day, whose fathers wrote State papers in Latin and whose preparatory-school curriculum contained none of the multifarious duties that are imposed upon the teacher three hundred years later. Name the tinkling gewgaws in the high-school curriculum of 1961 and stack them up against Erasmus' and Lily's teachers of the sixteenth century. Don't compare conversational Latin as practiced in that day with the feeble attempt made necessary by the restrictions of the twentieth century.

Some of us oldsters, such as Dr. Withers and myself, are termed ultra-conservative because we advocate more emphasis upon the fundamentals, the "facts" of Latin, so that our high-school students may be able to tell the subject from the predicate when they sit before their college teacher of Latin. We college teachers are tremendously aware of the difficulties that confront the modern Latin teacher in the schools. We realize that the eighth- and ninth-grader must find interest in his Latin lessons and some of us have taken pains to show this (for example, see my paper, "Humanizing the Teaching of Latin," *Classical Journal* 25 [1929-1930], p. 507). But what we want most of all is students so well grounded in the fundamentals that their interest won't be clouded by an interminable scramble to pick out the "facts."

To litter the class period with memorized conversational phrases is, so far as it pertains to preparing students for college Latin and for replenishing the impoverished teaching field, as bad pedagogy as it is to overload it with attention to the lowest quartile of the class at the expense of those who are eager for and capable of a dash down the stretch.

Just what is the important aim in our teaching of Latin in 1961? It is pretty much the same as it was in 1941, in 1931, in 1901, unless we rule out consideration for the student who has found Latin attractive enough to pursue it in college and likes his fellow men well enough to want to teach their children Latin. Rule that select class out and I would go along with advocacy of almost any type of classroom procedure that would not make the teacher feel so ashamed that he

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would shoot himself when he got home! A teacher should always be able conscientiously to answer in the affirmative such questions as "Do my students really know Latin? Can they do something else but chant off parrotlike a number of memorized phrases, read Latin inscriptions on public buildings, carve pagan temples in soap, or even know a lot about Roman civilization?" You get the point, of course. The main aim of our teaching Latin in 1961 is, in my opinion, to give the pupil a sound knowledge of the structure of the Latin tongue and to make him keenly aware of the tremendous advantages that accrue for precision and elegance in the use of his English.

Now please don't get me wrong, as we say. In 1909 I delivered my first conference paper, "What Should Be the Aim of a First-Year Latin Book?" The curious may find it printed in *Proceedings and Addresses of the 1910 (49th) Meeting of the Missouri State Teachers Association*, p. 236. Call me audacious, with only two years of teaching behind me, to accept such an invitation. Call me wise beyond my years to have forecast the type of first-year Latin book to come out after the great investigation of 1921-1923. For I pleaded for the principle of interest and for preparation for college. There were those at that conference—greybeards and beardless—who advocated more conversational work in the classroom. One of them had prepared a paper on that theme. But they all knew that conversational Latin would get no student of that day into college. And all students had to take college-entrance examinations. And how many high-school seniors I tutored for those exams in those days!

Times have changed, of course. Many colleges and universities no longer require the entrance hurdle, and we teachers are now privileged to lie back and indulge in a little appeasement. And that appeasement has resulted in lifting the pedal on Latin syntax, on writing Latin, and on translation. Students look perplexed if we ask the reason for the use of a simple independent subjunctive. Some find it difficult to explain why *quem* is used instead of *quis* in *Quem in horto vidisti?* Even "predicate complement" draws a blank stare!

I certainly am not asking that the same rigorous treatment be given to Latin grammar that I gave my students in 1907-1909-1928. But if we expect to turn out high-school graduates who want to continue their

Latin in college, major in it, and become teachers in a field that is crying distressingly for good teachers, both in the high schools and in the college field, we must—I say it with the greatest solemnity—we *must* give those students an ample foundation in the "facts" of Latin, soft-pedal the conversation for the conservation of time, and throw the bars of soap out the window. If we expect to get good Latin teachers, we must stop handing out pap and lollipops in the high-school classroom.

(Editor's Note: At the close of a letter dated January 21, 1961, in which he corrected a reference in the above paper, Professor White made the following prophetic remarks, pathetically full of dramatic irony: "I deplore this Structural Approach business. It piles upon Reading-Latin-as-Latin another difficulty in preparing good teachers of Latin. The Traditional Method, qualified according to modern high-school needs, when handled by smart, energetic teachers, would give us real teachers, not playground Latin teachers. But then, I shall pass off the scene long before we can build up such teachers again, if, indeed, there is any Latin-to-be-built-up-for! His rebus dictis, quiesco.")

THE CLASSICS
IN MEN'S LIVES

In a recent issue of *THE CLASSICAL OUTLOOK* (XXXVII, February, 1960, p. 53) George Stoltz presented evidence for the role played by the classics in the lives of some outstanding men: Elmer Davis, Bertrand Russell, Ernest Jones, J. A. Schumpeter, and Franz Kafka. He might have added such well-known devotees as Sir John Buchan, governor general of Canada, 1935-1940; Sir Pierson Dixon, formerly England's permanent delegate to the United Nations and at present her ambassador to France; and David Ben-Gurion, the prime minister of Israel. The following items, gleaned from current periodical literature, will serve as a further supplement.

The president of the fifteenth General Assembly of the United Nations, the Irish diplomat Frederick Henry Boland, was graduated from Trinity College with honors in classics. His favorite quotation is the Horatian "Aequam memento rebus in arduis servare mentem." (*New York Times* for Sept. 20, 1960)

The chief of staff of the French armed forces, Paul Henri Romuald Ely, is a native of Salonika, spent much time in Crete as a boy, and reads the Greek philosophers as one of his main recreations. (*New York Times* for Jan. 28, 1960)

Dr. Alvin Johnson, president emeritus of the New School for Social Research, in New York City, taught the classics at the University of Ne-

braska in the 1890's. He still cherishes them, and reads Latin with his grandson in "a little teaching experiment" to make it come alive. (*Saturday Review* for Jan. 2, 1960)

John Kieran reports a train ride from New York to Princeton with Moe Berg, a big-league baseball player in the 1920's and 1930's. The time was spent with an "old, thick, dog-eared Latin dictionary," poring over quotations and tracing etymologies. At the end of the trip Mr. Berg "looked up and said: 'Imagine wasting time and money in a night club when you can have fun like this.'" (*This Week Magazine* for Apr. 24, 1960; contributed by L.B.L.)

—K. G.



**REGULATIONS FOR THE
EIGHTH NATIONAL JCL
CONVENTION**

BY BELLE GOULD

Chairman, National JCL Committee

THE EIGHTH National Convention of the Junior Classical League will be held at the University of Indiana, in Bloomington, on August 13-17, 1961. The following rules and regulations have been formulated as a guide to the delegates by the National JCL President, Fulton Huxtable, and his sponsor, Mrs. Mamie Watson, and have been approved by the National JCL Chairman and the JCL Executive Committee.

1) *Registration.* Delegates must register with Miss Eileen Johnson, 1111 Hendricks, Anderson, Ind., by June 15. This registration consists of sending Miss Johnson a request for a registration card and then returning the registration card together with an initial fee of \$5.50. The balance of the registration fee—\$15.00—must be sent to Miss Johnson by July 15. To avoid confusion and reduce the bookkeeping, JCL sponsors are asked to assume the responsibility of securing the registration cards for those of their groups who plan to attend, having them filled out, and returning them to Miss Johnson together with the initial fee and a duplicate list of the delegates and their addresses, *all at the same time*. Make checks and money orders payable to Miss Johnson. *No cancellations will be accepted after July 15.*

2) *Arrival.* Delegates may register at Indiana University on Sunday, August 13, from 9:00 a.m. to 11:00 p.m. Registration will be begun in the Auditorium-Hall of Murals and completed in the residence halls, to which guides will escort the delegates.

3) *Room and board.* Delegates will

be housed in the Tower Quadrangle, and meals will be served in the Tower Quadrangle cafeteria. Delegates will receive meal tickets. The registration fee of \$20.50 covers room and board.

4) *Mail.* All mail, telegrams, and phone calls for delegates should be addressed care of the National Junior Classical League, Post Building, Indiana University, Bloomington, Ind.

5) *Identification.* Delegates will at all times wear the identification badge furnished upon registration.

6) *Banners on buses.* Buses may use the letters "JCL" and the name of the state or town from which they come, but emphasis *must not* be placed on sectionalism.

7) *Candidates for national office.* All candidates for national office must be accompanied by their sponsors and have the written consent of their parents to run for national office. By "sponsor" is meant the teacher or other person with whom the candidate will work in his school. If it becomes necessary to enlist candidates at the convention, parental consent may be obtained by telegram. The candidates and their sponsors must meet with the Nominating Committee on Tuesday, August 15, at 11:00 a.m., in Ballantine Hall, Room 310. It is at this meeting that the official nominees will be chosen. On the same day at 1:15 p.m. all candidates and their sponsors will meet with President Huxtable in Section E, in the Tower Quadrangle, Recreation Room A.

8) *Supervision.* There must be one sponsor, parent, or other chaperon for each 15 girls in the dormitories and one for each 5 boys. Local and state groups are responsible for providing these chaperons. Upon arrival each delegate must report the name of the adult to whom he is responsible.

9) *Curfew.* Fellowship meetings will be held in the residence halls each night at 10:00 p.m.; by 11:00 p.m. lights must be out, according to the rule of the University.

10) *Clothing.* The wearing of blue jeans by either boys or girls, and of toreador pants, pedal pushers, and shorts of any kind will not be allowed at any time during the convention. The one exception to this rule is that participants in the Olympics may wear shorts, but only while the games are in progress. For the Olympics Roman costume is required.

11) *Dates.* Delegates should not accept dates with those outside the League. In order to date, delegates

must have written permission from their parents. If a delegate wishes to leave the campus, he must first file with his sponsor, who will notify President Huxtable. At all times, avoid attracting the attention of persons not attending the convention.

12) *Miscellaneous.* a) Delegates must bring wash cloths and soap; the University will furnish towels. b) There will be no smoking. c) Delegates will be expected to behave like young people who understand accepted social standards.

These regulations have been kept to a minimum because the Executive Committee and the chapter sponsors assume that members will be businesslike, thoughtful, and intelligent in their conduct at the convention. As representatives of the largest classical organization in the world, JCL members wish to be invited back to host schools throughout the nation; they wish the American Classical League to continue to be proud of its junior partner. Conduct at this meeting will determine whether others are to follow. The rules are for your good and protection. Please obey them.

BOOK NOTES

The *Satires* and *Epistles* of Horace. Translated by Smith Palmer Bovie. ("Phoenix Books," P39.) Chicago: The University of Chicago Press, 1959. Pp. viii plus 318. Paperback, \$1.95.

Professor Bovie, of the Classics Department of Indiana University, who a few years ago gave us a translation of Vergil's *Georgics*, now gives us a strictly modern and very clever verse translation (mostly unrhymed) of the complete *Satires* and *Epistles* of Horace. Dante knew and valued Horace chiefly as a satirist. "*Orazio satiro*" he called him. Professor Bovie obviously values him as a satirist too, for he reveals, both in his introduction to and in his translation of the *Satires*, an enthusiasm for the work which I, frankly, could never (almost never) experience. In his translation of the *Epistles*, too, he infuses a gusto and interest which make the work, again contrary to my experience, easy to take.

Besides a general introduction of some ten pages, in which he chiefly discusses the life and works of Horace, Professor Bovie furnishes us with a long (i.e., generous), interesting, and instructive introduction to each of the two books of *Satires*. He does

the same with the two books of *Epistles*. In addition to all this he supplies us with some twenty-five pages of helpful notes. The book, therefore, will be of great value to the average student, of greater value than most translations which are merely translations.

Each of the poems throughout the book is given a title in English, such as the following: "Don't Go Overboard" (*Satires* 1.1), "Adultery Is Childish" (*Satires* 1.2), and "But No One Asked You to Sing" (*Satires* 1.30). Professor Bovie uses every trick of the translator and entertainer to make the *Satires* (and the *Epistles*) as interesting and intelligible as possible: alliteration, rhyme, humor, modernisms, profanity, vulgarity, etc.—and he succeeds. His translation of the opening lines of the second piece of the first book of *Satires* is characteristic of what the reader may expect: "The Syrian Society of Fastidious Feminine Flutists / And Dancers, the Neighborhood Drug-gists, the Mendicant Priests / Organized for Cybele, Strip-Teasers United, the Pitchmen— / Everyone of this sort is quite downhearted and worried / By the death of Tigellius (a singer, not a dessert.)" Puns and clever neologisms occur by the dozen. I quote just a few: "sexistentialism," "Alba Long to her," "One man's Mede is another man's Persian," "pathetic phallacies," "a good shoe-maker to boot," "well-wrought urine."

A clothbound edition of this translation, fortunately, is also available.

—R. M.

Teaching Latin in the Modern World. Edited by Martin R. P. McGuire. Washington, D. C.: The Catholic University of America Press, 1960. Pp. viii plus 266. Soft-back, \$3.50.

This book makes generally available the Proceedings of the Latin Workshop which was sponsored by the Catholic University of America, June 12-23, 1959. This workshop dealt "comprehensively, but, at the same time, as concretely as possible with all phases of Latin instruction in Catholic high schools and colleges" (p. iii). The enrollment was 160—three times the number anticipated.

Part I of the book contains the full text of the ten papers read at general morning sessions: "The Place of Latin in Our Modern Curriculum," "Greek and Its Importance for the Teacher of Latin," "The Origin, Development, and Character of Chris-

THE CLASSICAL OUTLOOK

tian Latin," "Christian Latin in the High School and College," "The Pronunciation of Latin," "The Reading of Latin Verse," "The Classics in Translation," "The Origin, Development, and Character of Medieval Latin," "St. Augustine and His Place in Latin Literature," "Vergiliana Nova et Vetera." Each of these topics is treated by an authority in the field and is well documented.

Part II contains summaries of the six separate seminars which discussed methods of instruction, three of them on the high-school level, one on the college level, and one on the minor-seminary level. There is also a summary of a seventh seminar on audio-visual aids in Latin instruction together with a list of sources for such materials.

Part III consists of four appendices. Appendix A presents outlines of eight evening lectures on selected aspects of Roman civilization, each with a well-chosen bibliography; Appendix B offers in outline form a syllabus for a four-year course in high-school Latin; Appendix C presents an English version and a discussion of the 1958 pronouncement from Rome on the study of Latin; and Appendix D lists the members of the 1959 workshop and the institutions represented.

Obviously, this book will be of special interest to teachers and administrative officers in Catholic schools, colleges, and minor seminaries. However, much of its contents would be of value to teachers and administrators in private and public educational institutions.

—W. L. C.

Vergil's *Aeneid*: A Structural Approach. By Waldo E. Sweet. Ann Arbor: The University of Michigan Press, 1960. Pp. viii plus 163. Soft-back, sewed, \$2.80.

Of the making of books there is no end. This cardboard-bound volume is the first of a four-volume series designed to follow Dr. Sweet's *Latin: A Structural Approach*, which was published in 1957 and reviewed in THE CLASSICAL OUTLOOK for January, 1959. Of the other three volumes of the series the editor says (p. v): "Volume Two (in preparation) is a workbook intended to help the student obtain greater familiarity with the Latin text than has been customary. Its virtue will be that it forces him to do something with the text through techniques similar to those found in *Latin: A Structural Approach*, along with the ones designed for more advanced students. Volume Three (also in preparation) will be

a lexicon of the words that occur in the *Aeneid*, defined in Latin. Volume Four will be a commentary on the *Aeneid*, much of it in Latin, with attention to the new criticism. There will also be a teacher's manual."

Pages 28-87 and 100-162 of the present volume contain the Latin text of Books I and II of the *Aeneid* on the even-numbered pages and a running "interpretatio" in fairly simple but idiomatic Latin on the facing odd-numbered pages. The footnotes (in Latin), which accompany the Latin text of the *Aeneid*, are taken from Servius and Donatus.

Pages 1-27, called "A Preparation for Book One" and most of which are in Latin, provide for the student at least a minimum amount of pertinent information about classical mythology, Roman legends, and Roman history. Pages 88-99 similarly provide information necessary for an intelligent reading of Book II.

It is clear, therefore, that a student using the present volume for the study of *Aeneid* I and II will be expected to read in addition at least an equivalent amount of Latin prose.

Dr. Sweet refers to the present volume as a "pilot edition" (p. vi) and says (p. 4) that Books VII-XII will appear in a later volume.

In evaluating the present volume as a textbook one must keep in mind the content and method incorporated in Dr. Sweet's first book, *Latin: A Structural Approach*. This first book provides an abundant amount of "Pattern Practice" in direct comprehension of Latin and in giving Latin answers to Latin questions as a test of comprehension and also to provide functional drill in Latin grammar and syntax. The Latin on which this "Pattern Practice" is based consists chiefly of hundreds of "Basic Sentences" (proverbs, mottoes, and the like) selected from various Latin sources; pages 401-477 provide "Narrative Readings" of longer passages, none of which is taken from Caesar or Cicero.

The present volume contains one two-page map of the Mediterranean world and a graphic representation of the various directions from which blow the twelve winds mentioned by ancient Latin authors, six of which are mentioned in the first 131 lines of the *Aeneid*.

Even Homer can be allowed an occasional nod; however, Vergil was right in locating Helenus and Andromache at Buthrotum, and Dr. Sweet is quite wrong in locating them at Actium (p. 3).

—W. L. C.

Willelmus Busch: Maximi et Mau-
ritii Malefacta. Ab Hugone Hen-
rico Paoli Latinis versibus enarrata.
F. Le Monnier Florentiae Edidit
A.D. MCMLIX. Pp. 61.

Willelmus Busch: Fabellae Pueriles.
Ab Hugone Henrico Paoli Latinis
versibus redactae. Ibidem editae
A.D. MCMLX. Pp. 153.

Ciceronis Filius: puerilis narratio ad
domesticos Romanorum mores il-
lustrandos in usum scholarum ab
Hugone Henrico Paoli redacta.
Ibidem edita A.D. MCMLX. Edi-
tio tertia. Pp. 96.

Patrons of the American Classical League Service Bureau are acquainted with Enrico Maffacini's *Pinoculus*, the Latin version of *Pinochio*. Dutton has just published *Winnie Ille Pu*, Alexander Lenard's Latin translation of A. A. Milne's classic for children. And now here is a rendering into Latin hexameters of one of the most beloved German children's books, the immortal *Max und Moritz*, the creation of the cartoonist and poet Wilhelm Busch (1832-1908) and the direct ancestor of Hans and Fritz, the infamous Katzenjammer Kids. Acquiring the ability to enjoy Busch in the original is sufficient reason for undertaking the study of German. Those who know—or are learning—Latin can now read the *septem malefacta* in a version almost as sparkling as Busch's *ipsissima verba* and fully as good as the earlier one by G. Merten, published in Munich, of which I possess the *editio nona*, dated a. MDCCCC-XXXIII (*Max et Moritz: Facinora puerilia septem dolis fraudibusque peracta ex inventione Gulielmi Busch poetae pictorisque in sermonem Latinum conversa a versificatore sereno*). The verses are unthinkable without the pictures for which they were composed; the present edition reproduces them faithfully, though not in color. I cannot resist the temptation to quote from all three versions, and so here are the opening lines of the "Vorwort": "Ach, was muss man oft von bösen / Kindern hören oder lesen! / Wie zum Beispiel hier von diesen / Welche Max und Moritz hiessen. / Die, anstatt durch weise Lehren / Sich zum Guten zu bekehren, / Oftmals noch darüber lachten / Und sich heimlich lustig machen. / Ja, zur Übeltätigkeit, / Ja, dazu ist man bereit!"

Merten's "Praefatio" reads: "Heu funestam iuuentutem! / Nullam video virtutem / Nunc in nostris liberis, / Nullam etiam in his. / Max et Moritz vix puniti, / Poenae cito iam oblii / Omnes bonos irridebant / Et

ludibrio habebant, / Quin ad maleficia / Diriguntur studia!" Paoli, finally, begins his "Prooemium": "Pravis de pueris quam multa audire necesse est! / Quid non Maximus hic, quid non Mauritius audet, / Ambo qui spernunt sapienter verba monentis / Omnes ludibrio petulanter habere parati?"

Paoli has also turned into Latin a selection of twenty further "Busch Bilderbogen," as well known in Germany as *Max und Moritz*, e.g., "Elephantus et Afer" ("Quaerit aquam sitiens elephantus vasta pererrans. / Ad fluvium sistit faucesque refrigeraturaustru"), "Diogenes et Corinthii pueri" ("Dolia qui sapiens habitanda ostendit, is ipse / Corpore distento cogitat atque silet"), or "De vacuidi evulsione" ("Uxor, quid sibi vult quod vir prandere recusat? / Vultus quid tristis pressaque mala manu?"). These too are accompanied by the brilliant drawings that, together with his satiric style, comprise the author's hallmark.

In *Ciceronis Filius*, on the other hand, Paoli has written a quasi-biography of Marcus Jr. up to his father's death, into which he has miraculously succeeded in inserting, by means of very natural digressions, a complete depiction of Roman life: "Dies lustricus," "Quos cibos Romani ignoraverint," "De Romanorum villa urbana," "Quantum incommoditatis toga adferat," etc. The story begins: "Anno sexagesimo quinto a. Chr. n. M. Tullius Cicero, maximus Romanorum orator, scriperat ad T. Pomponium Atticum, quem amicum fidissimum habebat: 'Filiolo me auctum scito, salva Terentia,'" and ends with "Ciceronis somnum," in which the murdered orator appears to his son, asleep on his army cot, with a final message: "Saepe enim opinio me fecellit, saepe, fateor, erravi: sed error culpa caret, si quis patriam ante omnia dilexerit." The text is divided into conveniently short sections, each with an appropriate heading, and is illustrated by an abundance of attractive and instructive line drawings.

Like *Pinoculus* and *Winnie Ille Pu*, these books answer the growing demand for readable Latin intended to meet the interests of the school children. Unlike *Pinoculus*, however, they as yet lack the vocabulary and (perhaps) notes needed to bring them within reach of the American school public. The importers, Noble and Noble, Publishers, Inc. (67 Irving Pl., New York 3, N.Y.), have indicated an interest in providing such aids in the event of a demand.

Whether actually used in class or not, all the books that have been mentioned here, together with such items as Goodwin B. Beach's *Petrus Sclopetaeus* and Mrs. Bessie Rathbun's Latin fables (see "Materials" in THE CLASSICAL OUTLOOK XXXVIII, November, 1960, p. 14), should be on prominent display in every school and classroom library to whet the interest and show that Latin is indeed a *lingua vivacissima*.

—K. G.

KNOW OF AN OPENING?

The success of the American Classical League Teacher Placement Service depends upon the extent to which prospective employers are informed about this service. Heads of classical departments and directors of placement bureaus are requested to refer to the Associate Director of the Service Bureau any prospective employer whose requests for teachers of Latin or Greek they themselves are not able to fill. Teachers in the schools or colleges are also requested to report any vacancies of which they may become aware. Address W. L. Carr, University of Kentucky, Lexington, Ky.

•••••

HELP WANTED

In revising my edition of the first six books of the *Aeneid* I am checking the vocabulary and the commentary for possible errors. I shall be grateful for any suggestions, which will be given full credit in the preface of the new edition. Please address me at the University of Texas, Austin 12, Tex.

—Clyde Pharr

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P-12. The Latin Club (Eighth edition). By Lillian B. Lawler. A "must" for sponsors of Latin Clubs or Junior Classical Leagues. \$1.00.

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P-64. Tentative Advanced Placement Program in Latin. Published by the Department of Classical Stu-

dies at the University of Michigan. This pamphlet contains the recommendations of the 1960 Advanced Placement Latin Institute and Seminar. It is a supplement to the Advanced Placement Syllabus of the College Entrance Examination Board and has a valuable bibliography. 20¢

THE WHITE LATIN TEST

The White Latin Test, formerly published by the World Book Company, is now available from the Service Bureau. There are two forms, A and B, each of which consists of two parts. Part I is a multiple-choice test on vocabulary; Part II is a multiple-choice test on translating increasingly difficult Latin sentences into English. There is a scoring key for each form; one Manual of Directions is used for both forms. Prices: Form A or B, 10¢ each; Key for Form A or B, 5¢; Manual, 15¢.

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